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ABSTRACT

A curriculum is provided for a full-year course that offers a practical and career-oriented exploratory program dealing with allied health careers. Targeted for high school juniors and seniors with little or no life science background and an interest in health occupations, the course is designed to be a hands-on, experience-oriented practical treatment of many areas included under the heading of allied health professions. Course objectives and skills are listed. Seven units are as follows: health care systems; interpersonal communication skills; basic health care skills; anatomy and physiology; vocational opportunities; medical ethics; and medical terminology. Each unit consists of these components: time allocation; objectives; content outline; list of activities; suggestions for evaluation; bibliography; and list of additional resources (media and software). Other contents include a suggested topics and time sequence, suggested weekly organization, a list of allied health occupations contact people (collaborating agencies and representatives for the central Connecticut region), and a 37-item bibliography. (YLB)

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ALLIED HEALTH OCCUPATIONS

FINAL REPORT

PREPARED BY
FARMINGTON PUBLIC SCHOOLS
FARMINGTON, CONNECTICUT

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
HARTFORD, CONNECTICUT

PROJECT DIRECTOR

THOMAS RIBNICKY
JAMES WALDINGER

U.S. DEPARTMENT OF EDUCATION
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PROJECT STAFF

SAL GARRO
HALINA MIRECKI
JAMES WALDINGER

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INTRODUCTION

This project is designed to develop a curriculum for a full-year offering highlighting the allied health professions. It is targeted for high school juniors and seniors with little or no life science background and an interest in the health occupations. The course is designed to be a hands-on experience-oriented, practical treatment of many areas included under the heading of allied health professions.

Although a course such as this is not a new idea, we believe that our treatment is unique for several reasons:

1.) This curriculum has been developed by life science teachers wishing to provide a practical and career-oriented exploratory program dealing with Allied Health careers, the purpose of which is to acquaint and inform potential health care workers of the opportunities available to them in the health field.

2.) Included in this curriculum is major unit treatment of Interpersonal Communication Skills . Interviews with health professionals and health program admissions directors point out a dire need for an incoming student population with verbal, listening and decision-making skills. Since patient contact is such an integral portion of the job description of all careers in this field, we think it imperative to emphasize and devote a large block of time to the understanding and development of these skills.

3.) Included in this curriculum is a schedule which provides for weekly variety of subject material. This option allows the teacher to change topics throughout the week, integrate several areas into a presentation, and move through the curriculum without having to completely finished one unit before starting the next. Student attention, participation and motivation should be increased. Options are unlimited, depending upon the organizational skills of the teaching staff.

Utilization of science equipment found in most high school laboratories will provide experiences in microscopy and microbiology basic to many health occupations. We did find, however, that the purchase or rental of health facility equipment and apparatus for student use or

demonstration was cost prohibitive. To have equipment available in the classroom for demonstration by visiting professionals cannot be handled through ordinary high school budgets. Most professionals agree that introductory class lectures by health professionals in the schools could be followed up by on-site demonstrations of equipment and a shadow experience at health care facilities.

We did, however, find one piece of sophisticated equipment that was rather inexpensive to buy or rent and that provides quality experiences for students studying of the cardiovascular system. An E.K.G. appa- ratus, the "Cardiocomp I ", which interfaces with Apple or IBM computers and uses a three lead system, provides accurate and usable information that can be used for E.K.G. analysis in the classroom laboratory.

No one text seems to provide the foundation for the outline we developed, but several (some newley developed) texts and workbooks can be used to supplement the curriculum. These along with many career specific workbooks, videotapes and computer programs outlined in our bibliography provide the teacher with ample resources.

The shortage of health care workers in recent times has prompted training facilities to take a more aggressive role in early preparation of the potential health care worker. Facilities throughout the state are willing to send employees from all fields into the high schools as liasons for their specialty. Shadow programs and apprenticeships can be provided for the motivated, interested student and specific health occupation counseling can be utilized at the high school level as well as by the training institutions. A list of cooperating institutions in the central Connecticut region is provided in this curriculum.

The curriculum provides for student training by the Vocational Coordinator and Career Center personnel and the utilization of computerized occupational information systems. Job searches, career information and work study are included in a specific career unit.

Where appropriate, the skills and understandings categories in the Connecticut Common Core of Learning served as guidlines for units and activities throughout the curriculum where appropriate.

Our seven unit treatment of the allied health professions emphasizes interpersonal communication skills and vocational opportunities. Traditional treatment of historical and health care function perspectives along with anatomy and physiology, medical ethics and medical terminology sections should provide a solid foundation for continued study. Laboratory introductory skills are emphasized in the basic health care skills section.

The total treatment of an introductory career oriented course should provide content experiences and professional contacts sufficient for student career decision-making.

ALLIED HEALTH OCCUPATIONS

COURSE OBJECTIVES AND SKILLS

This course is constructed to target students with or without life science backgrounds. Competency based performance testing in most units allows students to achieve various levels of success while accomodating a wide spectrum of the student population.

The following objectives and skills should provide a sufficient foundation for further study in the allied health professions.

OBJECTIVES :

1. To provide students with exposure to the Allied Health occupations and training opportunities available to them upon graduating from high school.
2. To present an opportunity for students to experience some of the tasks and duties of health professionals through "hands on" laboratory exposures.
3. To develop an appreciation for the requirements and rigors of training in the Allied Health professions.
4. To present concepts which replicate those in the medical field.
5. To further develop liasons with the area Health Centers, hospitals and health care facilities and training institutions in Connecticut.
6. To prepare students for advancement to higher level occupational preparatory programs through computer applications experience and proficiency in medical terminology.
7. To prepare students to be effective communicators.

SKILLS :

1. Students will become proficient in the use of medical vocabulary used by health professionals.
2. The student will develop skills related to laboratory techniques such as lab technology, sterile technique, blood pressure, heart rates and pulse, E.E.G., E.K.G., and the use of the microscope. These skills will be taught through a "hands on" method of instruction in a lab setting.
3. Students will be able to use a computer in the reinforcement of vocabulary as well as the usage of simulations, graphing and data collection.
4. Students will develop communication skills, learn to interact with others, and build self-confidence and image.

UNIT : HEALTH CARE SYSTEMS

LENGTH : 18 days

OBJECTIVES : Following instruction in the area on Health Care Systems the student will :

1. be able to trace the development of health care delivery sytems
2. show an understanding of the organizational structure of modern health care delivery sytems
3. differentiate among the responsibilities of global, national, state and local health agencies
4. compare and contrast the basic principles of public and private insurance plans
5. discuss trends in modern health care systems

CONTENT :

I. History of Health Care Delivery Systems
   - A. Early Beginnings
     1. Tribal Doctors
     2. Witch Doctors
   - B. Early Medicines Still Used Today
   - C. Epidemics of the Middle Ages
   - D. Early Discoveries and Contributions
   - E. 18th Century Discoveries and Contributions
   - F. 19th and 20th Century Discoveries and Contributions

II. The Function and Role of Health Care Facilities
   - A. Hospitals
     1. General
     2. Teaching and Research
   - B. Long-Term Care Facilities
     1. Nursing Care
     2. Extended Care Facilities
     3. Hospice
   - C. Private Practice
     1. Medical Office
     2. Dental Office

HEALTH CARE SYSTEMS : CONTENT - continued

D. Other Facilities
   1. Clinics and Walk-In Facilities
   2. Emergency Care Services
   3. Laboratories
   4. Home Health Care Agencies
   5. Mental Health Facilities
      a. Public
      b. Private
   6. Rehabilitation Facilities
   7. Health Maintenance Organizations
   8. Industrial and Business Health Care Centers
   9. School Health Services

E. Referral Ladder

III. Responsibilities of Health Organizations
   A. World Health Organization
   B. United States Department of Health and Human Services
      1. National Institute of Health
      2. Center for Disease Control
   C. Connecticut State Health Department
   D. Local Health Department
   E. Non-Profit Agencies
      1. American Cancer Society
      2. American Heart Association
      3. American Respiratory Disease Association
      4. National Association of Mental Health
      5. American Red Cross

IV. Health Insurance
   A. Importance of Health Insurance
   B. Types of Health Insurance
      1. Semi-Private
         a. Blue Cross and Blue Shield
         b. Dental
      2. Private
         a. Aetna and Other Major Providers
         b. Major Medical Coverage

HEALTH CARE SYSTEMS : CONTENT - continued

c. Health Maintenance Organization
d. Dental

3. Public
   a. Medicare
   b. Medicaid
   c. Workmen's Compensation
   d. Veteran's Administration
4. Insurance Terminolgy : Service Coverage, Premium, Limits, Deductables, Co-Pay

V. Wellness
   A. Concept
   B. Costs
      1. Upward Spiral
      2. Containment
   C. Controls
      1. Diagnostic Related Groups
      2. Combined Services - Elimination or Duplication
      3. Outpatient Services - No Hospital Admission
      4. Bulk Purchasing

ACTIVITIES :

1. Lecture and discussion of the development of health care delivery sytems.
2. Read and discuss : The Health Care Worker pp. 1 - 7.
3. Read and discuss : Diversified Health Occupations pp.2 - 11.
4. Visit various health care facilities.
5. Read and discuss : Diversified Health Occupations pp. 6 - 8.
6. Read and discuss : The Health Care Worker pp. 9 - 13.
7. Read and discuss : Diversified Health Occupations p. 8.
8. Invite guest speakers from various health organizations :
9. Invite any of the following to visit the class : nurses and doctors, nursing home or medical/ hospital administrators, emergency medical technicians.
10. Take "Wellness Test Assessment".
11. Lecture and discussion on insurance. Read : Diversified Health Occupations pp. 9 - 10.

HEALTH CARE SYSTEMS : ACTIVITIES - continued

12. Invite a guest speaker from the health insurance field

EVALUATION :

1. Teacher constructed quizzes and test.
2. Wellness Test Assessment

BIBLIOGRAPHY :

Diversified Health Occupations

The Health Care Worker - An Introduction To Health Occupations

ADDITIONAL RESOURCES (Media and Software) :

none

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :

   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

UNIT : INTERPERSONAL COMMUNICATION SKILLS

LENGTH : 15 days

OBJECTIVES : Following instruction in the areas of Interpersonal Communication Skills the student will :

1. define communication and list the goals of communication
2. distinguish between verbal and nonverbal communication
3. explain how body language, facial expressions, and appearance can complement verbal communication
4. define the skills needed to make good decisions
5. describe the importance of listening
6. explain different perceptions, why things aren't always what they seem.
7. describe the content of memos and reports
8. communicate effectively
9. role play, including : talking with coworkers, supervisors and patients

CONTENT :

I. Communication
   - A. Definition
   - B. Goals
   - C. Theories On the Origin of Language

II. Types of Communication
   - A. Verbal
   - B. Nonverbal
     1. Facial Expressions
     2. Body Language
     3. Appearance (Dress)
   - C. Verbal and Nonverbal - The Best Way to Communicate

III. Decision Making : Skills Needed to Make the Right Choices

IV. Listening and Understanding - The Other Side of Communication
   - A. Listening Skills
   - B. Understanding

INTERPERSONAL COMMUNICATION SKILLS : CONTENT - continued

C. Perceptions - Things Aren't Always What They Seem

V. Communicating On the Job
   A. Writing Skills
   B. Telephone Skills
   C. Talking
      1. With Co-workers
      2. With Supervisors
      3. With Patients

ACTIVITIES :

1. Teacher directed introduction.
2. Computer introduction : Communicate (Apple IIe).
3. Read and discuss : More Than Talking. Complete related workbook exercises.
   Unit 1: Chapter 1 - A Definition of Communication; pp. 3 - 9
   Unit 2 : Chapter 3 - Verbal Communication : Words, Words, Words; pp. 27 - 30
   Unit 2 : Chapter 8 - Nonverbal Communication : Anything But Words; pp.89 -94
4. Group discussion on decision making.
5. Read and discuss : More Than Talking. Complete related workbook exercises.
   Unit 2 : Chapter 4 - Listening : The Other Side of Communication; pp. 37 - 41
   Unit 2 : Chapter 5 - Perceptions; pp. 41 - 53
6. Computer activity : Communication Skills.
7. Watch video on communication, "Communicating On The Job".
8. Role play talking with coworkers, supervisors, and patients under various circumstances.
9. Complete facility forms : accident and incident reports.
10. Use the computer for review : Communication : Your Bridge To Others.

INTERPERSONAL COMMUNICATION SKILLS : continued

EVALUATION :

1. Communicate - (computer) viewing worksheet
2. Communicate - (computer) unit test
3. Teacher constructed test

BIBLIOGRAPHY :

More Than Talking : Analysis & Activities In Group Communication

The Health Care Worker - An Introduction To Health Occupations

Writing For The Allied Health Professional

ADDITIONAL RESOURCES (Media and Software)

Audiovisuals - videotape : Communicating On The Job

Computer Software :

Communicate
Communications : Your Bridge To Others
Communication Skills

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :

   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

ALLIED HEALTH OCCUPATIONS

UNIT : BASIC HEALTH CARE SKILLS

LENGTH : 20 (+ 5 optional) days

OBJECTIVES : Following instruction in the areas of Basic Health Care Skills the student will :

1. define the term vital signs and demonstrate the ability to measure temperature, pulse rate, respiration rate, and blood pressure in assessing patient condition.
2. list methods to be used in preventing the spread of microorganisms.
3. demonstrate aseptic technique as well as disinfection and sterilization proceedures in the laboratory.
4. work with non-pathogenic bacteria and perform transporting, culturing, and staining techniques with the microorganisms.
5. demonstrate the ability to complete and interpret a medical chart.
6. perform the necessary mathematical and metric calculations required to determine drug dosage (optional).

CONTENT :

I. Vital Signs
- A. Definition
- B. Temperature
  1. Theory
  2. Measurement Techinques
  3. "Normal" Temperatures
- C. Pulse
  1. Theory
  2. Measurement Techniques
     a. Normal Rate
     b. Stethoscope
     c. E.K.G.
- D. Respiration
  1. Theory
  2. Measurement Techniques
  3. "Normal" Rate

BASIC HEALTH CARE SKILLS : CONTENT - continued

E. Blood Pressure
   1. Theory
   2. Terminology : systole, diastole
   3. Measurment Techniques : Sphygmomanometer
   4. "Normal" Blood Pressure

F. Additional Assessments
   1. Height and Weight
   2. General Observations
      a. Pupil Check
      b. Medical History

II. Nature of Microorganisms

A. Microorganisms in the Environment
   1. Non-pathogenic Organisms
   2. Pathogenic Organisms

B. Spread of Microorganisms : Infection

C. Preventing the Spread of Microorganisms
   1. Asepsis
      a. Asepsis Technique : Handwashing
      b. Disinfection
      c. Sterlilzation
   2. Isolation
   3. Safety in the Laboratory
   4. Communicable Diseases

D. Microbiology Laboratory
   1. Bacteria
      a. Identification of Types
      b. Obtaining and Handling of Cultures
      c. Culturing Techniques : Transferring Cultures, Streaking Plates, Isolation Procedures
      d. Staining Techniques : Basic Gram's Staining

III. Chart Composition

A. Notes
   1. Narrative
   2. Check-Off

B. Medical Records Form and Insurance Forms

C. Graphic Representations

BASIC HEALTH CARE SKILLS : CONTENT - continued

D. Personal Information
E. Daily Progress Report
F. Other Skills
   1. Calculating a Budget
   2. Bookeeping Skills
   3. Writing Checks
G. Medical Abbreviations

IV. Mathematics (Optional)
   A. Drug Dosage Calculations
   B. Metrics

ACTIVITIES :

1. Read and discuss The Health Care Worker : pp. 139 - 151
2. Demonstrations and student centered activities; the use of diagnostic equipment : thermometer and measurement techniques, taking pulse, measuring respiration rate, the sphygmomanometer and its proper use.
3. Read and discuss The Health Care Worker : pp. 153 - 158; Diversified Health Occupations : Chapter 12.
4. Lecture, demonstration of techniques, and laboratory activities : asepsis, the use of the microscope, basic culturing and staining techniques.
5. Read and discuss The Health Care Worker : pp. 202, 203, 67, 68.
6. Read and discuss Writing For The Allied Health Professional pp. 41 - 52.
7. Use computer modules 1 - 3 : Dosage Calculations (Optional).

EVALUATION :

1. Teacher constructed quizzes and tests
2. Self-assessment

BASIC HEALTH CARE SKILLS

BIBLIOGRAPHY :

Diversified Health Occupations

The Health Care Worker - An Introduction To Health Occupations

Writing For The Allied Health Professional

ADDITIONAL RESOURCES (Media and Software) :

Software : Dosage Calculations, modules 1 - 3

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :
   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

ALLIED HEALTH OCCUPATIONS

UNIT : ANATOMY AND PHYSIOLOGY

LENGTH : 25 days

OBJECTIVES : Following instruction in the areas of anatomy and physiology the student will :

1. identify the terms referring to location, direction, planes, and sections of the body
2. identify the body cavities and the organs they contain
3. list the three main parts of the cell and explain their functions
4. describe the combining of cells, tissues, organs and systems to form the body
5. identify and discuss life functions
6. describe the structure and functions of skin
7. describe the structure and function of bones
8. identify the major bones of the body
9. identify major disorders of the skeletal system
10. identify the different types of joints and give an example for each
11. describe the structure and function of muscles
12. identify the major muscles of the body
13. differentiate between bone and muscle functions
14. identify major disorders of the muscular system
15. describe the structure and function of the major organs of the circulatory system
16. identify the major disorders of the circulatory system
17. develop proficiency in the use of the stethoscope and the sphygmomanometer and explain how they relate to the circulatory system
18. describe the duties of an E.K.G. technician and become familiar with the related equipment
19. describe the structure and function of the major respiratory organs
20. identify the major disorders of the respiratory system
21. identify the duties of a respiratory technologist and become familiar with the equipment involved

ANATOMY AND PHYSIOLOGY : OBJECTIVES - continued

22. describe the structure and function of the major organs of the nervous system
23. describe the structure and function of the organs of the digestive system
24. identify major diseases and disorders of the digestive system
25. identify the endocrine glands and state their functions
26. identify the major disorders of the endocrine system
27. differentiate between endocrine and exocrine glands
28. describe the structure and function of the organs of the urinary system
29. trace the path of urine formation, storage and elimination
30. describe diseases of the urogenital system
31. describe the structure and function of the organs of the male and female reproductive systems
32. describe the major disorders of the reproductive system
33. describe the three stages of development between conception and birth
34. list common characteristics of growth, development, psycho-social development and activity patterns from infancy through old age

CONTENT :

I. Structure of the Human Body
   A. Anatomical and Clinical Positions
   B. Planes and Body Cavities
   C. Body Positions and Directions

II. Cells to Systems
   A. Cell Structures and Functions
   B. The Heirarchy : From Cells to Systems
   C. Tissue Types and Functions
   D. Organ Systems
   E. Life Functions

ANATOMY AND PHYSIOLOGY : CONTENT - continued

III. Major Body Systems
- A. Integumentary System
  1. Structure and Functions
  2. Common Disorders
  3. Terminology
- B. Musculoskeletal System
  1. Structure and Functions
  2. Common Disorders
  3. Terminology
  4. Related Careers, Equipment and Usage
- C. Circulatory and Lymphatic (Immune) Systems
  1. Structure and Function
  2. Common Disorders
  3. Terminology
  4. Related Careers, Equipment and Usage
     a. Stethoscope
     b. Sphygmomanometer
     c. E.K.G.
- D. Respiratory System
  1. Structure and Function
  2. Common Disorders
  3. Terminology
  4. Related Careers, Equipment and Usage
- E. Nervous System
  1. Structure and Function
  2. Common Disorders
  3. Terminology
- F. Digestive System
  1. Structure and Function
  2. Common Disorders
  3. Terminology
- G. Endocrine System
  1. Structure and Function
  2. Common Disorders
  3. Endocrine vs. Exocrine Glands

ANATOMY AND PHYSIOLOGY : CONTENT - continued

H. Urogenital and Reproductive Systems
   1. Structure and Function
   2. Common Disorders
   3. Terminology

I. Aging : Growth and Development
   1. Fetal Growth and Developmet
   2. Infancy
   3. Childhood
   4. Adolescence
   5. Adulthood
   6. Old Age

ACTIVITIES :

1. Teacher introduction of the unit using skeletons and anatomical models.
2. Read and discuss : The Health Care Worker, pp. 88 - 90
3. Students work on and complete :
   plate 1 of The Anatomy Coloring Book
   worksheets 4 and 5 of The Health Care Worker, pp. 38 -39
4. Read and discuss Diversified Health Occupations pp. 355 - 359 and complete related worksheets
5. Label diagrams of the major body sytems.
6. Match medical tems associated with disorders of the various systems.
7. Complete the following worksheets : The Health Care Worker
   Chapter 5 : Unit 2 ; worksheets 1 - 4
   Unit 3 ; worksheets 1 - 3
   Unit 4 ; worksheets 1 - 5
8. Read and discuss Chapter 7 Unit 2 of The Health Care Worker and use the stethoscope and sphygmomanometer to measure blood pressure.
9. Use the computer to take E.K.G. readings (Cardiocomp).
10. Complete worksheets 1 - 8 in Chapter 5, Unit 9 of The Health Care Worker.
11. Complete the following worksheets in Chapter 5 of The Health Care Worker :
    Unit 8 : worksheets 1 - 3

ANATOMY AND PHYSIOLOGY : ACTIVITIES - continued

Unit 7 : worksheets 1 - 3
Unit 10 : worksheets 1 - 6

12. Review the psychosocial development and the developmental tasks for a person his or her age and report on which are the most important goals that help one move onto the next stage of development.
13. Discuss the effects of illness on growth and development.
14. Discuss the saying, "Aging begins at birth".

EVALUATION :

1. Student self-tests.
2. Teacher constructed quizzes and tests.

BIBLIOGRAPHY :

Diversified Health Occupations

The Anatomy Coloring Book

The Health Care Worker - An Introduction To Health Occupations

ADDITIONAL RESOURCES (Media and Software) :

Computer Software : Cardiocomp

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :

   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

UNIT : VOCATIONAL OPPORTUNITIES

LENGTH : 26 days

OBJECTIVES : Following instruction in the areas of Allied Health Vocational Opportunities the students will :

1. gain a knowledge of the factors influencing growth of the Health Care industry.
2. gain a familiarity with the educational requirements and career levels within the field.
3. gain a familiarity of at least three major groups of health occupations (concentrations) and sub-categories within the concentrations.
4. be able to outline the duties and responsibilities of workers in the six targeted health careers and use of related equipment when appropriate
5. learn the use of Career Center / Guidance Facility in completing job searches.
6. be able to complete job applications, write resumes, and construct cover letters.
7. participate in two in-depth shadow/"apprentice" programs throughout the school year (one per semester).

CONTENT :

I. Introduction
   - A. Opportunities
   - B. Forecasts
   - C. Trends
   - D. Statistics
   - E. Educational Requirements
     1. Certification
     2. Registration
     3. Liscensure
   - F. Career Levels
   - G. Allied Health Directory
     1. Job Specifics
     2. Training Programs

VOCATIONAL OPPORTUNITIES : CONTENT - continued

II. Allied Health Careers
  A. Overview of Major Categories of Careers
    1. Direct Care
    2. Diagnostic Service
    3. Therapeutic Service
    4. General Services (Institutional Careers)
  B. Specific Career Opportunities Targeted for Shadow Experiences
    1. Therapeutic Service
      a. Respiration Therapy
      b. Radiation Therapy
      c. Physical Therapy
    2. Diagnostic Service
      a. Medical Laboratory Technician
      b. Radiation Therapy Technologist
      c. E.C.G. / E.K.G. Technologist
    3. General Services
      a. Medical Records Technician
      b. Medical Records Secretary

III. Job Search
  A. Career Center / Guidance Use of Computer Job Search
    1. Guidance Department / Work Study Counseling
    2. Development of Career Search Folder
  B. Finding a Job
    1. Applications
    2. Resumes
    3. Cover Letters and Follow-up Letters
    4. Interviews
    5. Employment Tests

ACTIVITIES :

1. Read and discuss Health Occupations Exploration And Career Planning Chapter 1, pp. 11 - 14.
2. View video - Health Careers : A World Of Opportunities.

VOCATIONAL OPPORTUNITIES : ACTIVITITES - continued

3. Health Care Handout - U.S. Department of Labor
4. Health Careers Program (pamphlet) - Affirmitive Action
5. Check classified ads section of newspaper for allied health job listings.
6. Invite various guest speakers from different health fields.
7. Visit area health facilities.
8. Career Center activities :
   G.I.S. - Guidance Informational Systems
   COIN - Coordinated Occupational Information Network
   EXPLORER - Interest Inventory
9. Read and discuss : The Health Care Worker
   Ch. 2, pp. 23 - 36; pp. 39 - 41; pp. 51 - 54; pp. 62 - 65
10. Activities in The Allied Health Professional's Job Hunting Guide.
11. Role playing - going for an interview.
12. Shadow a professional in the health care field :

RESPIRATION	Technologist Therapist	New Britain General or Hartford Hospital
RADIATION	Technologist Therapist	New Britain General or Hartford Hospital or Mt. Sinai Hospital
MEDICAL (LAB)	Technologist Laboratory Technician	New Britain General or Hartford Hospital
MEDICAL	Records Technologist Secretary	New Britain General
E.C.G./E.K.G.	Technician	New Britain General
PHYSICAL	Technician	New Britain General

VOCATIONAL OPPORTUNITIES : ACTIVITITES - continued

EVALUATION :

1. Self-assessment.
2. Career folder evaluation.
3. Feedback from cooperating professional (shadow experience).
4. Teacher constructed quizzes and tests.
5. Job skills evaluation.

BIBLIOGRAPHY :

The Allied Health Professional's Job Hunting Guide

The Health Care Worker - An Introduction To Health Occupations

ADDITIONAL RESOURCES (Media and Software) :

Computer Software : (available in most guidance departments)
Guidance Information Systems
Coordinated Occupational Information Network
Explorer Interest Inventory

Videotape : Health Careers : A World Of Opportunities

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :
   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

ALLIED HEALTH OCCUPATIONS

UNIT : MEDICAL ETHICS

LENGTH : 5 days

OBJECTIVES : Following instruction in the areas of Medical Ethics the student will :

1. list professional standards to be followed as a provider of health care.
2. summarize the American Hospital Association Patient's Bill Of Rights.
3. show a knowledge and implications of their legal responsibilities and awareness by defining common legal terminology.
4. identify the moral responsibilitites of a health care worker.

CONTENT :

I. Standards
   - A. Mission of the Health Care Worker
     1. Saving of Life
     2. Promotion of Health
   - B. Standards of the Health Care Worker
   - C. Responsibility / Legal Rules of Health Care Worker to Patient and to Employer

II. Patient's Bill of Rights

III. Legal Responsibilities
   - A. Legal Terminology
   - B. Confidentiality : Various Consequences

IV. Ethical Roles and Responsibilities
   - A. Ethics as a Code of Conduct
     1. Loyalty
     2. Knowledge of Limitations
     3. Sincerity
     4. Respect of Privacy
     5. Respect of Others and Their Values
     6. Reliability
     7. Be Informed
     8. Display Caring and Concern

MEDICAL ETHICS : continued

ACTIVITIES :

1. Discussion of handout : Models of Ethical Decision Making from Nursing Perspective .
2. Read and discuss : Diversified Health Occupations pp. 39 - 44.
3. Read and discuss : The Health Care Worker pp. 14 - 25.
4. Role playing in various situations.

EVALUATION :

1. Self-assessment.
2. Teacher constructed quizzes and tests.

BIBLIOGRAPHY :

Diversified Health Occupations

Nursing Perspectives

The Health Care Worker - An Introduction To Health Occupations

ADDITIONAL RESOURSES (Media and Software) :

none

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :
   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

ALLIED HEALTH OCCUPATIONS

UNIT : MEDICAL TERMINOLOGY

LENGTH : 35 days plus additional student skill building computer exercises

OBJECTIVES : Following instruction in the areas of Medical Terminology the student will :

1. understand commonly used word sections found in all medical disciplines.
2. use word analysis through roots, prefixes, and suffixes.
3. know (meaning and spelling) of words specific to the specialties outlined in this curriculum.
4. show proficiency in the use of computer-assisted medical terminology skill building.

CONTENT :

I. Fundamentals of Medical Terminology
   - A. Vowels
   - B. Consonents
   - C. Forming Plurals
   - D. Proper Pronunciation of Medical Terms
   - E. Importance of Proper Spelling of Medical Terms

II. Building Blocks of Words
   - A. Frequently Used Medical Suffixes
   - B. Frequently Used Medical Roots
   - C. Frequently Used Medical Prefixes

III. Using Medical Terminology
   - A. Incorporating Terminology Specific to This Curriculum
     1. Language of Radiation Care
     2. Language of Respiratory Care
     3. Language of Physical Therapy Care
     4. Language of the Medical Laboratory
     5. Language of Cardiac Technology
     6. Language of Medical Records

ACTIVITIES :

1. Use of self-pacing computer program out side of class time

MEDICAL TERMINOLOGY : ACTIVITIES - continued

2. Weekly vccabulary activities (as noted in the course topic-sequence - duration portion of this curriculum).

EVALUATION :

1. Self-assessment.
2. Computer Vocabulary software.
3. Teacher constructed quizzes and tests.

BIBLIOGRAPHY :

Basic Medical Terminology Concepts

Medical Terminology - Building Blocks For Health Careers

Medical Terminology For Health Professions

ADDITIONAL RESOURCES (Media and Software) :

Audiotapes - terms and definitions

Computer Software - Medical Terminology For Health Professions

TEACHER COMMENTS: Please comment on the following:

1. Length of unit :
   Was the number of days adequate ?

2. Additional activities and laboratories :

3. Additional Resources :

   Texts -

   Media (Filmstrips, Videotapes, etc.) and Software -

4. Additional Resource People and Places:

   Speakers -

   Field Trips -

   Contact People of Collaborative Agencies -

5. What worked and what didn't....

6. Student response and attitude -

SUGGESTED TOPIC AND TIME SEQUENCE

Length of Unit (based upon 40-45 minute class duration/ 5 per week)

TOPIC	NUMBER OF PERIODS
*HEALTH CARE SYSTEMS	18
COMMUNICATION SKILLS	15-20
*BASIC SKILLS	20-25
*ANATOMY AND PHYSIOLOGY	25
*VOCATIONAL OPPORTUNITIES	26
*MEDICAL ETHICS	5
MEDICAL TERMINOLOGY	35
INSTITUTIONAL VISITATIONS/ SHADOW EXPERIENCES	15
CLASSROOM VISITATIONS BY PROFESSIONALS	12

SUGGESTED WEEKLY ORGANIZATION

DAY 1&2

Course content (* - items marked on previous page) periods-instruction-laboratory-competency skills testing.

The 5 (*) academic units provide the subject material
Testing time is built into unit duration

DAY 3

Visitation day - shadow experience - career professional visits

Blocking out a specific day per week will aid in scheduling
Can be used as a content period

DAY 4

Communicaton skill development workshop

Importance of communication skills development justifies specific time block devoted to this topic. Weekly interval proviced students ample time to review tapes, participate in computer exercises and develop writing skills.

DAY 5

Medical Terminology Workshop

On-going, self-pacing, competency-based unit paralleling content day activities and utilizing text and computer assisted voacbulary training and testing

ALLIED HEALTH OCCUPATIONS / CONTACT PEOPLE

This section contains a list of collaborating agencies and representatives for the central Connecticut region.

HISTOLOGY :

James Lylis	Hartford Hospital

MEDICAL RECORDS :

Barbara Helmecki	New Britain General Hospital
Lenne Klopfer	Briarwood College
Angela Kiernan	Briarwood College

MEDICAL TECHNOLOGY :

Michael Walters	Hartford Hospital
Frank Pinto	New Britain General Hospital
Thomas Brady	Quinnipiac College

PHARMACY :

Peter Skonieczny	New Britain General Hospital
Kristine Nasinnyk	New Britain General Hospital
Henry A. Palmen	University of Connecticut

PHYSICAL THERAPY :

Larry Fox	New Britain General Hospital

RADIOLOGIC TECHNOLOGY :

Ida Hudson	New Britain General Hospital
Carol Fox	New Britain General Hospital
Michael Walters	Hartford Hospital
James Lylis	Hartford Hospital
Terese Fritzell	South Central Community College
Marie Marciano	Mount Sinai Hospital
Nancy Gurry	Mount Sinai Hospital

REGISTERED NURSE :

Briget Wheeler	New Britain General Hospital

CONTACT PEOPLE AND AGENCIES - continued

RESPIRATORY THERAPIST :

Charles Cosgrove	New Britain General Hospital
Bill Hodge	New Briatin General Hospital
Michael Walters	Hartford Hospital
James Lylis	Hartford Hospital
Marsha Barbosa	Manchester Community College
Peter W. Kennedy	University of Hartford

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Communicate. New Richmond, Wisconsin : Orange Juice Software Systems, (Computer Assisted Learning)

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